

Standards for School Counseling Professionals

The Standards for School Counseling Professionals are an extension of the core standards for School Services Professionals. Individuals seeking licensure in School Counseling must meet both the core set of standards for School Services Professionals and the Standards for School Counseling Professionals. The Standards for School Counseling Professionals reflect the uniqueness of school counseling and the roles and functions of the school counselor.

1. School Counseling Professionals are leaders who promote educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth. School Counseling Professionals use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students.

Dispositions

School Counseling Professionals believe in and are committed to:

1. The proposition that all students can reach their potential
2. The worth of students of all racial, ethnic, and cultural groups
3. Advocacy for all students
4. Professional identity, professional growth, and ethical practice
5. The value of cooperation
6. Their leadership role in systemic change
7. The importance of data in decision-making
8. Continuous school improvement

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. Change theory and educational reform
2. School counseling as it relates to the total educational program
3. Lifespan growth and development
4. Ethnicity and culture and their relationship to the learning environment
5. Self as a change agent within the school community
6. Effective skills in leadership and management
7. Facilitation, collaboration, and consultation
8. The process of collection, analysis, and utilization of data in decision-making
9. Current literature and resources, such as laws, ethical standards, and position statements related to school counseling and continuous school improvement
10. Effective and ethical use of technology and its implications in academic, career, and social development

Performances

School Counseling Professionals demonstrate the ability to:

1. Develop, manage, and evaluate the school counseling program in the context of the community culture and the total educational program
2. Promote positive relationships among the various cultural and ethnic groups in the school community
3. Evaluate, select, and use appropriate technology
4. Model and practice advocacy for all students
5. Promote teaching and learning strategies that reach all students
6. Analyze, interpret, and utilize data for decision-making
7. Recognize the need for improvement, identify improvement strategies, and facilitate a change process
8. Foster the application of developmentally appropriate policies, programs, and procedures
9. Team and collaborate with other educators, community leaders, and parents for the good of students
10. Establish and maintain a professional identity
11. Continually improve their knowledge and skills
12. Use current literature and resources, such as laws, ethical standards, and position statements, to promote school counseling programming

13. Convene and facilitate an advisory group
14. Provide school counseling services which are appropriately balanced among leadership, student assistance services, and educational and career services

2. School Counseling Professionals collaboratively design, coordinate, implement, and evaluate student assistance services.

Dispositions

School Counseling Professionals believe that:

1. Student assistance services must be provided in accordance with the highest ethical standards as defined by the profession
2. Healthy physical, emotional, and social development support academic achievement
3. Prevention, assessment, intervention, and referral are components of a comprehensive school counseling program
4. School services professionals, working collaboratively, positively influence the wellness of students and the school climate.
5. Family, culture, and community impact the educational process and thus can be mobilized to improve achievement
6. Mental health problems and at-risk behaviors, such as substance abuse, interfere with healthy physical, emotional, and social development as well as achievement
7. Consideration of ethnic and cultural diversity is essential to student assistance

Knowledge

School Counseling Professionals have knowledge and understanding of

1. Ethical standards as defined by the profession
2. Physical, emotional, and social development throughout the life span
3. Current counseling theories and techniques and their appropriate application
4. Current treatments available to address mental health problems and at-risk behaviors such as substance abuse
5. Mental health and substance abuse conditions and their impact on the educational process
6. The impact of family dynamics on development and achievement
7. The dynamics of and appropriate interventions with various cultural and ethnic groups in the school community
8. Strategies for supporting the development and maintenance of a positive climate within the school
9. Theories and research related to the learning process

Performances

School Counseling Professionals demonstrate the ability to:

1. Provide student assistance services in an ethical manner
2. Provide services from a multicultural perspective
3. Use current literature and resources, such as laws, standards, and position statements, to provide student assistance services
4. Implement prevention programming to support healthy physical, social, emotional, and academic development for all students
5. Develop and implement a crisis management plan
6. Coordinate student assistance services using a team approach and supervise the provision of those services
7. Utilize systemic approaches to recruit family, school, cultural, and community support for student wellness and achievement
8. Identify and intervene with individuals exhibiting at-risk behaviors, including people affected by alcohol and/or drug use
9. Assess the physical, emotional, and social level of individuals and make and follow up on referrals as appropriate
10. Implement individual and group counseling strategies
11. Consult effectively with students, school staff, families, and others

12. Maintain a current referral list of community resources and assist individuals and families to access those resources
3. School Counseling Professionals collaboratively design, coordinate, implement, and evaluate education and career services.

Dispositions

School Counseling Professionals believe that:

1. The purpose of education includes preparing students for employment, developing responsible citizenship, and creating life long learners
2. All students deserve assistance with academic, career, social, and emotional development
3. Productive educational and career development occurs when students are supported by families, educators, and communities that have high expectations
4. All students deserve knowledge of all educational and career options
5. All careers and educational opportunities are valuable
6. All students must receive educational content that will prepare them for a wide range of occupational choices
7. All students need a balance of education and enriching activities such as community service, leisure, and the arts

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. The development, coordination, and evaluation of educational and career curricula, advisement, and mentoring services
2. The involvement of all educators and of community members in the collaborative development and delivery of educational and career services
3. Educational content and opportunities at all levels (pre-K through 16+)
4. Career opportunities, labor market trends, and global economics
5. Multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism
6. Methods for helping students recognize and utilize their personal career interests, aptitudes, and preferences
7. Methods for helping all students develop educational and career goals and specific plans for reaching those goals
8. Learning styles and learning strategies and their application to educational achievement
9. Employability and academic success skills, such as personal management and team building
10. The effective use of technology in educational and career services

Performances

School Counseling Professionals demonstrate the ability to:

1. Involve all educators and community members in the collaborative development and delivery of educational and career services
2. Develop, coordinate, and evaluate effective educational and career curricula
3. Develop, coordinate, and evaluate advisement and mentoring services
4. Analyze the strengths and needs of students from diverse populations and provide unbiased, developmentally appropriate career and educational services
5. Insure educational opportunities at all developmental levels
6. Help students and families understand career opportunities, labor market trends, and global economics
7. Help students and families understand a variety of educational opportunities and how to prepare for them
8. Increase student awareness of the relationship among personal interests, values, and talents and their application to educational and career choices
9. Help students recognize and utilize their personal career interests, aptitudes, and preferences
10. Help all students develop educational and career goals and specific plans for reaching those goals

11. Assess learning styles and serve as a consultant in the application of teaching/learning strategies to enhance educational achievement
12. Utilize technology in the effective delivery of educational and career services
13. Discern and teach employability skills at all levels
14. Develop, coordinate, implement, and evaluate educational and career services in an ethical manner as defined by the profession

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